

LIBRARY OCCURRENT

ISSUED BY THE

PUBLIC LIBRARY COMMISSION OF INDIANA

VOL. 3, NO. 5

INDIANAPOLIS

DECEMBER, 1912

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Issued in March, June, September and December.
 Distributed free of charge in Indiana.

Entered as second class matter June 13, 1911, at the
 postoffice at Indianapolis, Indiana, under the act of
 July 16, 1894.

The legislative committee of the Indiana Library Trustees Association has completed its work on the tentative library law, and sent out the revised draft for further consideration of everybody who is interested in the matter. It will be noted by those who examine it, that the committee has made the changes in the original draft that were favored at the association meeting after discussion of the bill. The most important of these are the retention of the board of seven members, and the minimum tax of five mills, as provided in the existing law. Section 9 has been rewritten, as directed, to cover the financial affairs of the libraries; and Section 14 has been amended to cover varying conditions as to county libraries, and provide for a county system of branch libraries.

Section 18 has been amended so as to except

Indianapolis from the operation of the law. This is because Indianapolis has a financial problem peculiar to itself in the erection of its proposed new library, which is to be done from public funds. The civic city is too near its constitutional debt limit to furnish the money, and the school city, which owns the library, and which is governed under a special law, is the only municipal organization that can furnish the necessary funds.

In response to the demand from several vicinities where advisory boards have refused to obey the law, section 19 has been added to induce their compliance with their official oaths to obey the laws. The provision is somewhat unique, but it might be well to introduce the principle in other matters. If an official deliberately refuses to obey the law, why should he not be liable for the damage he occasions by his refusal?

It should be kept in mind that the revised draft is still a tentative proposition, and one that should receive careful thought from those interested in library matters. The spirit that has been shown thus far has been most admirable. Everybody has manifested a desire to secure the best results possible for the general welfare, and nobody has adhered unreasonably to personal ideas. That is the spirit that produces rational legislation.

It is generally recognized now that legislation is desirable on account of the confusing and somewhat conflicting provisions that have grown up in years of special legislation. The Attorney General told the Association why a codification of the law was desirable from the legal standpoint, and Judge Cox explained its

desirability from the point of view of the State Board of Accounts. Librarians and library trustees know its desirability from experience, and so everybody may hope for its passage by the legislature in its finally perfected form.

THE CENTENNIAL MEMORIAL BUILDING.

The Centennial Commission, composed of Charles L. Jewett, of New Albany; Frank M. Kistler, of Logansport; Joseph M. Cravens, of Madison; Charles W. Fairbanks and Demarchus C. Brown, of Indianapolis, will make a report to the Legislature this winter. The law authorizing the Commission says that the building shall be erected to commemorate in 1916 the one hundredth anniversary of the admission of Indiana into the Union. The State Library, the Museum, the Public Library Commission and the educational offices of the State will have quarters in the new building.

The selection of a site adjoining the capitol and the securing of plans for the building have been seriously interfered with. However, the Commission will report in favor of a certain site and recommend a structure to cost about \$800,000.00, to be a worthy and dignified memorial of the Centennial.

Neither the State Library nor the Museum can grow any more without space. The Library needs twice its present space at present and the State Geologist says that he has material now to occupy twice as much room as is now used. The historical collections and relics of the State receive no care at all. In fact, none are collected and saved. The battle flags in their new cases are placed in the corridors of the present capitol.

The Commission will, therefore, make a strong plea for the immediate beginning of the memorial building to serve as library, museum, home for archives and the quarters of the educational offices. In order to be completed by 1916 the work should begin immediately after the adjournment of the Legislature in 1913. If the proper steps are not taken now it will be too late. The opportunity will pass for good, we fear. For the sake of the growth of the State, its needs as seen daily, and the proper celebration of the centennial, the Com-

mission proposes to make an earnest effort. We ask the co-operation of all the librarians in the commonwealth.

DEMARCHUS C. BROWN.

(In the campaign for 1912, the platform declarations of the three leading political parties as to the centennial celebration were as follows:

The Democratic platform says:

We favor the celebration of the centennial of the admission of Indiana into the Union by the erection of a permanent memorial building especially devoted to the preservation of the history of the State; both the written history, as gathered in the State library, and the unwritten, as gathered in a museum where the relics and evidences of the achievements of the citizens of the State, in war and peace, shall be open to the free inspection of all the people.

The Republican platform says:

We favor the celebration of the centennial of the admission of Indiana to the Union by the erection of a memorial building in keeping with the dignity and progress of the State and to accommodate the State library, the museum, historical, geological and biological material, with rooms for the use of historical and like organizations, and space for the preservation and display of historical relics and documents.

The Progressive platform says:

We pledge the erection of a State library and archive memorial building in celebration of the centennials of the State in 1916, the State having now no adequate place for its priceless historical documents and library.

There being absolute agreement in the party pledges of all the members of the legislature as to the mode of celebration, it remains only to carry out the pledges in a way that will not reflect discredit on the State. The proposed building should, of course, be near the State capitol, and in keeping with it in architecture. It should, of course, have suitable grounds. No doubt the General Assembly will rise to the dignity of the occasion, and provide for a building to which the people of Indiana can point with pride as the memorial of the birth of their State.)

SPECIAL FEATURES OF LIBRARY WORK WITH CHILDREN.

(Synopsis of Lectures Given by Gertrude Elizabeth Andrus, Superintendent of the Children's Department, Seattle, Washington, Public Library, at the Indiana Summer Library School.)

I. Advertising a Children's Room.

In this lecture, Miss Andrus spoke in general upon the great good realized from advertising not only the children's room but the main library as well, and bringing it before the public in all its lines of activity. "Just as the business world has been revolutionized by the use of advertising, so might the library be if the librarians were wide awake. The first business of a library is to make its constituency realize that the library belongs to them; and this is the first and most important step in making it a factor in the community. Advertising would pay a library in something more than dollars and cents, for the distribution of the resources of the library means the furtherance of the social uplift of the community. It is not enough to say the library is open such and such hours and has so many books. We must make the appeal personal that will compel each member of the community to feel that the library is his and that it holds something essential to his well being. To do this, it is not necessary to become hysterical or sensational, but merely to apply to our profession the good business principles of an ordinary merchant.

One of the best advertisements we can have is an attractive building and pleasant reading rooms—simple and dignified, furnished principally with books, a few good pictures, a vase or two, and an atmosphere of welcome, which depends wholly on the attitude of librarians and assistants. Books must be attractive, for though the library be housed in the most approved of artistic buildings and in charge of a perfect Circe as to charms and the books be undesirable, old and stupid, no power on earth can make the people read.

The next step in the campaign to attract the people is the question of rules. They should be lenient and of such a character as not to become an obstacle in borrowing books.

Other definite methods of advertising suggested included special collection of books shelved in prominent place; story telling in libraries, schools, and playgrounds; special clubs for boys and girls; telephone service for quick reference work; library bulletins; printed and mimeographed lists on special subjects at appropriate times; exhibits—artistic, industrial, and historical in the library; Christmas book exhibits for the benefit of parents and others who do not know what book to give; auditoriums for all sorts of meetings, lectures, etc.; placards in public places; little folders about the library put in envelopes sent out with gas and water bills and city correspondence; library Sundays when every minister in town preaches a library sermon; the schools, which offer a most valuable means of advertising through class room libraries, collections of mounted pictures and assistance to pupils and teachers; and last and most important of all, newspaper advertising. The newspaper reaches a larger public than any other medium. Newspaper editors, as a rule, are liberal in giving space to libraries. Many papers have regular library columns. Newspapers and libraries are working for a common end and they should co-operate.

Miss Andrus closed this talk with these injunctions: Don't advertise unless you are sure that you can satisfy the demand you create. Don't get the people there and fail to deliver the goods.

II. Boys' Clubs.

The second lecture was devoted to Boys' clubs. Miss Andrus based her talk on interesting experiences of her own as children's librarian in Pittsburgh and Seattle and on the experiences of others interested in the work. "Boys are naturally gregarious," she said, "they always organize in some way. If this instinct to organize is directed, the result will be a beneficial club of some sort. It may be a literary society, debating club, a reading club or a club of some other kind in which reading is a sort of by-product." Miss Andrus emphasized the fact that the library is educational and that there must be a connection between the club and the books on the shelves. She suggested that self-government be used in organizing the clubs with boys. Frequent elec-

tions, a long list of officers and parliamentary rules were advocated for literary societies and debating clubs.

The Boy Scout Patrol was agreed to be an excellent kind of club from the library point of view. This club requires on the part of the scout, general information, a large part of which can only be obtained from books, therefore its relationship to the library is intimate.

The simple reading club is the most successful from the literary point of view according to Miss Andrus. With its unlimited membership the librarian or her assistant has a chance to become acquainted with every boy in town. "I consider the unorganized club the most successful from a librarian's point of view," she said in conclusion. "It can better secure the results that ought to be had in instilling into the boys the love of good books."

III. Girls' Clubs.

The topic of the third lecture was girls' clubs. "A successful girls' club is far more difficult a result to obtain than is a successful boys' club," Miss Andrus said, "and this very difficulty in organization and management has perhaps stood in the way of many who are interested in girls but who lack the courage and persistence necessary to the club's success." A girls' club is hard to organize for two reasons. In the first place, girls are individualists. Everything is translated into the personal relations. This makes team work impossible. Second, it is hard to make an appeal to girls; their interests are narrow. At the age when boys' interests are varied, girls are concerned only about boys and clothes. A simple reading circle does not appeal to the girls because it lacks a personal touch. The girls must have "officers and all the requisite trappings." "Care must also be exercised in the selection of the members. The girls' gang is the clique, and two disaffected cliques will precipitate a civil war and wreck the club."

In referring to successful girls' clubs organized in connection with the library, Miss Andrus mentioned those interested in travel, social work, civic improvement, philanthropy, etc., which grew out of the librarian's suggestion and whose work was largely with books and reading.

In connection with the civic work, she spoke of the City History club whose objects is to teach the boys and girls "what their own city is and what it means" and the Junior Civic League whose object is much the same.

IV. Playground Work.

After reviewing the whole field of playground work, giving convincing arguments that supervised playgrounds are desirable and urging librarians to agitate the question of city recreation commissions, Miss Andrus took up the question of the relation of the library to the playground, and showed how each could be mutually helpful. "The playgrounds are best patronized during the summer when the libraries are least patronized. Does it not follow as the night the day that we should take our books and go to the place where our possible patrons are? If the playground is near the library, this is not desirable for there are other ways of attracting the children's notice.

By taking the books to the playground, two things are accomplished. We furnish library facilities to a district not otherwise touched,—half a mile being the radius of the influence of each library agency; and we act as a lure to the main library which many people have not the initiative to search out for themselves.

On every playground there is "likely to be a shelter house, and in this shelter house the library can find accommodations for a deposit station." Miss Andrus then gave suggestions for fitting up the quarters. The shelves should be built in; there should be removable doors that could be locked; the table should be near the door to command entrance. The question of book selection came next. New books would be desirable for this work but libraries cannot afford to use them. Old books are mended and stamped discarded; a shelf-list is made; and books are sent to playground in boxes. Popular books are most useful. A study of the needs of the playground patrons must be made in order to choose books intelligently. The library deposit station must be well advertised. It is a good idea to have large display signs and to distribute dodgers. Checking and charging systems were explained. Miss Andrus gave a very interesting detailed account of the playground work of the Seattle public library and many of the suggestions

could be easily carried out by libraries of smaller cities.

V-VI. Story-telling.

The subject for the fifth and sixth lectures was Story-telling, use and abuse.

The application of the natural interest and the universal appeal of the story hour, make it seem desirable. We want to get the children to come to the library and we want to direct their reading. If the story hour does not aid in directing the children's reading, then the story hour becomes merely an entertainment and is of use only as an occasional advertisement of the library.

The reasons for the story hour in the library are as follows:

1. To give familiarity with good English.
2. To cultivate the power of sustained attention.
3. To establish a friendly relation between the child and the story teller.
4. To cultivate a literary standard by which a child may judge other stories.
5. To develop a right sense of humor.
6. To cultivate the imagination.
7. To develop sympathy—an outcome of imagination.
8. To give a clear impression of moral truth.
9. In the library, to lead to books.

The story hour in the library is inadvisable when, no one can tell stories; when the teachers in the schools cover the ground; and when other interests seem paramount. It must never be undertaken from a mere sense of duty.

Many practical suggestions for selecting and preparing the story and conducting the story hour were given. Two suggestive story outlines, the Cid Cycle and the Charlemagne cycle are appended at the end of these lectures.

VII. School work.

"The old accepted idea that the school teaches children to read and the library attends to everything else is passing away. The school does teach children to read but the library cannot attend to everything else, first because it has not the money with which to do the work and second, because all the children do not come to the library to be attended to. The schools must play a more prominent part in the children's reading if the work is to

be well done. . . . The value of co-operation between the two institutions is an almost universally accepted fact, not only by the libraries but by the schools. Librarians have learned that they must make friends with the teachers; they have learned to anticipate the school reference question; to make book-lists; to give the children instruction in library methods; to accept suggestions as to book purchase; and to give the teachers all the special privileges in their power. All that librarians ask from the schools is the privilege of doing these things and of giving to the children a knowledge and love of the right kind of books. . . . Just where shall we make a beginning to remedy the faults that are so plain in both the schools and the libraries?

Librarians must realize that the end of their work is not accomplished when they bring the children to the library. Important as it is that children should know their way there, it is more important that they should learn to know books and to learn to know them under proper direction. This is not possible for a librarian to entirely accomplish. She may work most successfully with the children who come to the library, but what of the large number who do not come, and what accommodations would there be for them if they did? . . . Are we able to adequately care for all the children, to give each one the right book at the right time and to make those personal suggestions for individual guidance which are so necessary in work with children?

The teacher who has the same children day after day is obliged whether she will or no, to become more or less acquainted with them, their peculiarities are forced upon her and their individual needs are made apparent. She is in a position to give them helps which even the most skillful of librarians would fail in, because the librarian does not see the child's development in the rounded whole as does the teacher. We as librarians must learn our part of the lesson, that it is not a question as to how much we can get from the schools and how little we can give in return; but it is how much we in conjunction with the teacher can give the children to fit them for the future. We must not be jealous of the work done in

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the library. If it can be done better in the school; let us help the teacher to do it well there.

Librarians should never go uninvited to a teacher's room, unless it be on a friendly, casual visit. There may be ways of securing an invitation, but let the request for a library talk, or a story hour, or the registration of children, come from the teachers. We librarians have seen so plainly the importance of the schools to our work that we have urged our allurements and inducements on the teachers so anxiously as to somewhat forget that she may consider our ministrations as mere self-seeking. We have our self respect to consider.

These three things, then, let us remember. To give all we can without seeming to instruct. To protect the children from the omnivorous reading inimical to their school work. To learn to appreciate the teacher's viewpoint and to work in harmony with it through our knowledge of pedagogical books and periodicals; keeping always in mind that the work of the school is intensive and compulsory and that of the library extensive and voluntary. . . .

Miss Andrus next showed that since the teacher is to play such a prominent part in the direction of children's reading, it is essential that teachers have an adequate knowledge of children's literature, and that this instruction can best be given in the normal school courses. "The tendency in normal schools to spend comparatively so much time on the details of library organization should be discouraged. This work belongs to the province of the library. It is the books themselves which the teacher ought to know and love in order to pass this knowledge and love on to the children." This lecture closed with a detailed account of the work the Seattle Public library does for the schools.

VIII. The Intermediate Department.

In the talk on the Intermediate Department Miss Andrus asked, "When that long deferred and greatly anticipated time has come when they are allowed to graduate from the "kids' room" to the grown-up collection, what do we do for them? Just turn them loose to browse at will among a heterogenous collection of such good, bad and indifferent books as is gen-

erally found in our adult libraries?" Miss Andrus mentioned three plans for helping these children to find "what they want when they want it without too much delay." Some librarians shelve the intermediate collection in the children's room and mark the books with a special sign. The children interpret this sign as meaning "not for kids" and the little ones understand that those books would not interest them. Other libraries have a special intermediate department in a corner of the children's room. Miss Andrus thinks that in a large library where the children's room is quite separated from the adult department, it is wiser to put this collection of books in the adult room. "Children of this age are very anxious to appear grown up and sometimes hesitate to be seen in the children's room." The plan Miss Andrus prefers is to mark the books in some special way and put them on the regular shelves in the adult room. This mark suggests to the children that these books will be of special interest to them, and will also indicate to the assistant the proper books to offer.

The books selected for the intermediate department should be "wholesome, human and happy or if not happy, hopeful."

The personality of the assistant in charge plays an important part in the intermediate work. "If I were to have my choice," Miss Andrus said, "between a collection of books for adolescents and an assistant to help them make their choice, I should choose the assistant every time."

A good method proposed by Miss Andrus is to formally introduce the boys and girls to the use of the adult room. She suggests that a certain day each month be set aside on which to make transfers, and the children be taken in a group and the arrangement of the books on the shelves explained.

IX. Mothers' Clubs.

"There are hundreds and hundreds of teachers and parents associations all over the country, bringing together the mother and teacher in the discussion of a common aim. Sometimes, at these meetings the mothers are almost pathetic in their earnestness and in the serious realization of the tremendous responsibility assumed when they brought these young lives into the world. The Mothers' Congress is

doing a fine work through its many branches, books and periodicals in constantly emphasizing the claims of children. The temptation to become sentimental in this connection is often too strong and we find ourselves turning in disgust from the whole movement. But deep down underneath all the wordy discourse there is a note that the librarian must heed and if she would feel that her children's room is filling its proper place in the community, she must see to it that the mothers and the fathers, too, come with their children and for their children and to ask advice about their children's reading.

This is something which can be done far better in small provincial towns than in large bristling cities, but it can be done and now let us see how to do it.

First of all, we shall find the teachers and parents association a tremendous help. They are made up of people who are accustomed to getting together to talk over the welfare of their young people. There is no organization for the librarian to do; all she needs, the association provides and that is an audience. Let her speak before such clubs as often as she can get herself invited; become a member if she may and by her interest and enthusiasm present to those mothers a constant reminder of the resources of the library and of their duty in the use of such resources.

The wider use of the school plant has made of the school house a civic center and given to many clubs a meeting place where they may study various means of civic betterment. The librarian's interest in these clubs and helpfulness in the way of suggestions will do a great deal to interest parents in the library and what they can get out of it. An opportunity to speak in public should never be missed. If the librarian feels that by speaking she will only prejudice the public against her cause, she must of course decline; but first she must be sure that it is incompetence and not modesty that is her fault. If she feels her topic strongly enough she will be able to speak convincingly.

If her forte does not lie in public speaking, she may do a great deal to stir up the mothers by a club held in the library building and under the charge of the librarian or assistant. This method is of course open to criticism for

the province of the librarian is to teach indirectly and not directly; to help people to help themselves and not to render them the actual service. It is better for the club to be operated by the mothers themselves, and the librarian to act as an auxiliary. It shall be the librarian's part to arouse their interest, to suggest topics, and to provide books; but the real work should be done by the mothers, else the club is valueless.

One of the most successful enterprises in enlisting the mother's attention, is story telling and a story teller's club is pretty sure to be popular. . . . Some special phase of development may be selected, and by telling stories to each other, the club members gain much practical experience.

But best of all, is the study of children's books; the careful analysis to determine the essentials of a good book and to set a standard for the judgment of other books. At the beginning the librarian may be obliged to take the lead but in the end the club members should be able to do the work themselves, with occasional help from the outside. This should be a stimulus to the habit of reading aloud at home.

In addition to the encouragement of this custom, is the equally important practice of buying books for the child's individual library. . . . The librarian may do a great deal to stimulate a desire on the part of the mothers to give their children even a tiny library of their own and in these days of good cheap editions, this is not an impossible ideal. . . .

If none of these suggestions is feasible, try at least to interest one of the women's clubs in the study of literature for children and get them to give a portion of some of their programs to the discussion of children's books. . . . Get them to hold one of their meetings at the library and show them the actual work that is being done for the children and the way in which the library's resources can be turned to the advantage of their children with much greater profit through the interest and co-operation of the parent.

One large library in the West invited teachers and parents associations in turn to come to the library to hold one of their meetings. It was made a social affair and tea was served. Another children's librarian set aside

a certain day in the week for the reception of mothers who might want to consult her.

But it does not matter how we get them to come, so long as we do get them to the library and arouse their interest in what their children read."

X. Co-operation with outside agencies.

"There are so many institutions striving for the same ends; churches, settlements, reform schools, detention homes, charity organizations, museums, libraries, all seeking to give broader, deeper, purer, richer life to those who come in contact with them and each institution possessing something of value to the others. For the sake of economy, if nothing else, we should learn to give to others what they lack and to get from them the where-with-all to supply our own deficiencies.

The problem of allies is the same in all libraries, big, little and middle-sized. In the large library, the work is carried on through highly specialized departments. In the tiny library, it is the individual effort of the librarian in the town's activities. In the middle-sized library, located as Miss Herbert says, "in a city too large for the helpful informal relations of the town library and unable to carry on its own aggressive work because of the smallness of its staff and the meagreness of its appropriation, the effecting of cordial relations with other civic institutions is of the utmost importance. Upon it depends largely the outside work of the library and a specialized knowledge of conditions very essential for intelligent work."

The first co-operative agency and the most important, is that indefinite, elusive, coy, yet stern reality, the public, with its many moods and multitudinous demands. We may co-operate with everything and everybody until we are reduced to an exhausted pulp; but if we neglect our natural ally—the General Public, it will turn and rend us. Truly we might better remain outside the select circle of those elected to do library work, than to be an unpopular librarian.

The co-operation with schools and playgrounds has already been mentioned. Many librarians find that cordial relations may often be established with the churches without

giving any ground for sectarian attacks, provided all kinds of churches are included and no line of discrimination is drawn. This can be done by giving help and suggestions to church reading circles, by placing cases of books in Sunday schools to meet the needs of groups of people too far from the library to use it conveniently, and by responding to the call for a story hour whenever it comes from the churches. The Child Welfare exhibits give an opportunity to speak before a large gathering of people. The work of home libraries is perhaps best adapted to large cities where congestion and poverty combined make the work with children in this informal manner desirable. The library should work hand in hand with museums, charity organization societies, juvenile court probation officers, Y. M. C. A., Y. W. C. A. and other like social welfare institutions.

The moving picture has come to stay. It is a tremendous force for right or wrong and it depends on public opinion which shall predominate. Let librarians do all in their power to convince the show managers of the financial advantages of clean good shows. There are in the moving picture show tremendous possibilities from the library standpoint, but we must go at the matter slowly, carefully and in a rational manner. If we turn the picture theater into something of which we can approve, we are creating a medium for the exploitation of our books that is unsurpassed.

THE CID CYCLE.

Story No. 1. How Rodrigo avenged his father.

Suggestive outline:

1. The young Rodrigo.
2. Rodrigo selects his horse Bavieco.
3. Diego Layuez's grief over insult received.
4. Rodrigo slays Count Gomez.
5. Rodrigo honored by his father.
6. Marriage with Ximena.

References:

Greene, F. N.

With spurs of gold. p. 51-5.

Guerber, H. A.

Legends of the Middle Ages. p. 282-5.

Plummer, M. W.

Stories from the Chronicle of the Cid. p. 3-9.

Wilson, C. D.

Story of the Cid. p. 13-22.

Story No. 2. Rodrigo wins knighthood and the name of "the Cid."

Suggestive outline:

1. The vision.
2. Rodrigo's contest with Don Martin Gonzales.
3. Jealousy and treachery of the counts.
4. Battles with the Moors.
- Siege of Coimbra.
5. Rodrigo knighted.
6. Five Moorish kings bring tribute to Rodrigo. "El Seid."

References:

Greene, F. N.

With spurs of gold. p. 55-9.

Guerber, H. A.

Legends of the Middle Ages. p. 285-7.

Plummer, M. W.

Stories from the Chronicle of the Cid. p. 9-17.

Wilson, C. D.

Story of the Cid. p. 22-47.

Story No. 3. Division of the kingdom and the siege of Zamora.

Suggestive outline:

1. Death of king Don Ferrando and his division of his kingdom.
2. King Ferrando's charge to the Cid and to his sons.
3. Wars among the brothers.
4. The Cid sent as a herald to Don Urraca.
5. Siege of Zamora.
6. Murder of Don Sancho.

References:

Greene, F. N.

With spurs of gold, p. 60-6.

Guerber, H. A.

Legends of the Middle Ages. p. 288-92.

Plummer, M. W.

Stories from the Chronicle of the Cid. p. 17-29.

Wilson, C. D.

Story of the Cid. p. 47-67.

Story No. 4. Banishment of the Cid.

Suggestive outline:

1. Don Alfonso in Toledo.
2. Alfonso becomes king. The Cid forces him to swear to innocence of murder.
3. Loyalty of Alfonso to friendship with King Alimaymon.
4. The Cid banished.
5. His departure into exile.
6. The chests of sand.

References:

Greene, F. N.

With spurs of gold. p. 67-71.

Guerber, H. A.

Legends of the Middle Ages. p. 292-3.

Mabie, H. W.

Heroes every child should know. p. 144-52.

Plummer, M. W.

Stories from the Chronicle of the Cid. p. 30-46.

Wilson, C. D.

Story of the Cid. p. 67-87.

Story No. 5. The Cid in the land of the Moors and his recall to aid the King.

Suggestive outline:

1. The Cid takes Alcocer and makes it his abode.
2. The Moors besiege Alcocer and are defeated.
3. Alvar sent with a present of spoil to King Alfonso and returns with more men.
4. The Cid makes Don Ramon prisoner and takes the sword of Colada.
5. King Alfonso calls for the help of the Cid.
6. The Cid's return to Castile and the conditions he made with the King.
7. Protection of the Cid, the great warrior, sought by weaker kingdoms.

References:

Guerber, H. A.

Legends of the Middle Ages. p. 294.

Mabie, H. W.

Heroes every child should know. p. 152-60.

Plummer, M. W.

Stories from the Chronicle of the Cid. p. 47-53.

Wilson, C. D.

Story of the Cid. p. 88-129.

Story No. 6. The siege and capture of Valencia.

Suggestive outline:

1. Complaints from Valencia reach the Cid.
2. The Cid goes against Valencia.
3. The siege of the city and its great suffering.
4. How the Cid made a brave man of a coward.
5. Valencia surrenders.
6. The Cid sends for his family and redeems the chests of sand.
7. The Cid as ruler of Valencia.
8. The city besieged by the Moors.

References:

Greene, F. N.

With spurs of gold. p. 71-7.

Mabie, H. W.

Heroes every child should know. p. 160-2.

Plummer, M. W.

Stories from the Chronicle of the Cid. p. 54-70.

Wilson, C. D.

Story of the Cid. p. 130-203.

Story No. 7. Marriage of the Cid's daughters.

Suggestive outline:

1. King Alfonso asks the Cid for his daughters for the Infantes of Carrion.
2. The great meeting of the Cid and King Alfonso.
3. The betrothal and wedding.
4. Cowardice of the Infantes of Carrion.
5. The Cid and the lion.
6. The Infantes of Carrion and their wives depart for Carrion.
7. The Cid's daughters cruelly treated and deserted by Infantes.
8. Their rescue.
9. Complaints made to the King.

References:

Guerber, H. A.

Legends of the Middle Ages. p. 295-8.

Plummer, M. W.

Stories from the Chronicle of the Cid. p. 70-108.

Wilson, C. D.

Story of the Cid. p. 203-50.

Story No. 8. The trial by sword.

Suggestive outline:

1. King Alfonso calls a meeting of the Cortes.
2. The Cid honored by King Alfonso.
3. The Cortes and the demands made by the Cid.
4. Kings of Aragon and Navarre ask for the Cid's daughters for their sons.
5. The trial by sword set by Alfonso.
6. The Cid's champions victorious and the Infantes of Carrion disgraced.
7. Marriage of the Cid's daughters.

References:

Guerber, H. A.

Legends of the Middle Ages. p. 297-8.

Plummer, M. W.

Stories from the Chronicle of the Cid. p. 108-29.

Wilson, C. D.

Story of the Cid. p. 251-86; 293-6.

Story No. 9. The Cid's last victory.

Suggestive outline:

1. Prosperity and happiness of the Cid and his people.
2. King Bucar and the Africans come against Valencia.
3. The vision.
4. The Cid's preparation for death.
5. Death of the Cid.
6. The Cid and his army leave Valencia and defeat the Moors.
7. The funeral procession to Burgos.

References:

Greene, F. N.

With spurs of gold. p. 77-83.

Guerber, H. A.

Legends of the Middle Ages. p. 298-300.

Mabie, H. W.

Heroes every child should know. p. 162-9.

Plummer, M. W.

Stories from the Chronicle of the Cid. p. 130-55.

Wilson, C. D.

Story of the Cid. p. 287-293; 297-313.

Additional references:

Bonner, John.

Child's history of Spain. p. 80-4.

Lockhart.

Spanish ballads.

Morris, Chas.

Historical tales—Spanish. p. 81-95.

Southey.

Chronicle of the Cid.

THE CHARLEMAGNE CYCLE.

Story No. 1. Ogeir the Dane.

Suggestive outline:

1. The gifts of the fairies.
2. How Ogeir became a hostage of France.
3. How he saved the life of Charlemagne.
4. How he won sword and steed.
5. How he aided his father, King Godfrey.

Story No. 2.

Suggestive outline:

1. The quarrel with Charlemagne.
2. The war with the Lombards.
3. The capture of Ogeir.
4. How Ogeir was recalled from prison.
5. The shipwreck—Ogeir carried by the fairy horse, Papillon, to Avalon.
6. Return after 200 years to defend France.
7. Ogeir again spirited away by Morgan le Fay.

Story No. 3. Sons of Aymon.

Suggestive outline:

1. Feud between Aymon and Charlemagne.
2. Loss of the steed Bayard.
3. How he was restored by Malagis the Wizard.
4. How Bayard was won by Reinold.
5. The game of chess.
6. The siege of Montalban.

Story No. 4. Malagis the Wizard.

Suggestive outline:

1. How the brothers of Reinold were taken captive.
2. The capture of Bayard.
3. The stratagem of Malagis.
4. Charlemagne's vow.
5. How the emperor dined in the feast hall of Montalban.
6. The end of the war.

Story No. 5. A Roland for an Oliver.

Suggestive outline:

1. The boyhood of Roland and Oliver.
2. The siege of Viana.
3. The combat between the two knights.
4. The hunt.

Story No. 6. The princess of Cathay.

Suggestive outline:

1. The tournament.
2. The arrival of the Princess of Cathay.
3. The challenge.
4. The drawing of lots.
5. The fate of Malagis.
6. The joust at the stair of Merlin.
7. The disappearance of Angelica by means of the magic ring and the flight of Argalia.

Story No. 7. How Reinold fared to Cathay.

Suggestive outline:

1. The pursuit of Argalia.
2. The fountains of Merlin.
3. Fight between Roland and the Moor.
4. The release of Malagis and the luring of Reinold to the East.
5. The Joyous castle.
6. Reinold's castle and his escape from the dragon.
7. The castle of forgetfulness.

Story No. 8. The quest of Roland.

Suggestive outline:

1. Roland gets out on his quest.
2. The castle of Forgetfulness.
3. The siege of Albracca.
4. How the Knights were freed.
5. The defeat of the Tartars.

Story No. 9. In the Gardens of Falvina.

Suggestive outline:

1. Roland's rescue of a fair lady.
2. The loss of sword and steed.
3. How Roland overcame the dragon.
4. In the gardens of Falerina.
5. Morgan le Fay.
6. Roland's return to France.

Story No. 10. Bradamant, the warrior maiden.

Suggestive outline:

1. The theft of the magic ring.
2. Roland entrapped in the magic prison at Atlantis.

3. Contest between Sacripant and the White Knight.
4. The encounter with Pinabel.
5. The capture of the magic ring by Bradamant.
6. The release of the captive Knights.

Story No. 11. Contest for Durandal.

Suggestive outline:

1. The encounter with Mandricardo.
2. The theft of the sword.
3. How it came into the possession of Gradasso.
4. The war in Africa and the recovery of the sword.

Story No. 12. The battle of Roncesvalles.

Suggestive outline:

1. The treasure of Ganelon.
2. The attack on the rear guard.
3. The battle.
4. The death of Roland.

Books Used in the Charlemagne Story Hour.

Andersen, Hans Christian.

Fairy tales (Lucas ed.) p. 301-306.

Arnold & Gilbert.

Reader for fifth grades. p. 46-66.

Baldwin, James.

Horse fair. p. 104-118; 234-248.

Wonder book of horses. p. 273-284; 285-297.

Baldwin, James.

Story of Roland.

Bullfinch, Thomas.

Charlemagne, or Romances of middle ages.

Butler, Isabel, tr.

Song of Roland.

Church, Alfred J.

Stories of Charlemagne and the twelve peers of France.

Dutton, Maude B.

Little stories of France.

Greene, F. N. & Kirk, D. W.

With spurs of gold. p. 7-48.

Guerber, H. A.

Legends of the middle ages. p. 136, 144, 152, 157, 159.

Guerber, H. A.

Legends of the Rhine. p. 81-5; 93-4; 123-7.

Johonnot, James.

Stories of the olden time. p. 49-52.

Lang, Andrew, ed.

Book of Romance. p. 177-211.

Lansing, M. F.

Page, esquire and knight.

Longfellow, H. W.

Complete poetical works. p. 265-266.

Tales of a wayside inn. p. 210-212.

Mabie, H. W., ed.

Heroes every child should know. p. 109-126.

Marshall, H. E.

Stories of Roland.

Morris, Charles.

Historical tales. French.

Palmer.

Stories from the classic literature of many nations. p. 213-218; 219-229.

Ragozin, Z. A.

Frithjof and Roland. p. 147-282.

Wilmot-Buxton, Ethel M.

Stories from old French romances.

THE CAMP FIRE GIRLS AND THE LIBRARY.

In the spring there appeared an article in the Outlook on the Camp Fire Girls, a national organization similar to the Boy Scouts. Two girls who often came to the library became interested in this article and spoke to me about it. This interested me and I suggested that we organize a Camp Fire and hold the meetings in the library. They were at once enthusiastic, so after writing to the Camp Fire headquarters for information, we held a meeting and these two girls brought eight others. It was over a month before I received my appointment from the National office as a Guardian of the Fire, but the girls' enthusiasm did not wane in the least and the Outlook and Camp Fire Handbook were in constant demand. In August we began our meetings in earnest and the club is now an active feature in our library.

The work of the regular weekly meetings is entirely optional and this affords a wide opportunity for the Guardian. Trees, birds, Indian legends are among the subjects we have taken up. After choosing the subjects for several meetings, I suggested that the girls themselves choose the next one. Knowing their love for a general good time, I was surprised and delighted when they eagerly proposed that each tell about some great man or woman. There is an opportunity for originality

in all their work and it is interesting to note how each girl will handle the subject in her own particular way. For instance, when studying trees one of the girls cleverly related an Indian legend connected with the tree she had selected.

Once a month comes the ceremonial meeting—the Council Fire. Here the honors are awarded in health craft, home craft, nature lore, etc., and for roll call each girl relates some kind deed she has seen some one do. At this meeting also the seven points of the law are discussed which are seven excellent principles and the girls sing their Wohelo cheer—the word Wohelo being a combination of their watch-words, work, health, and love. For this Council Fire we have adopted a regular ceremony from the Handbook.

But the aim of the Camp Fire is a broad one and the girls have already begun to extend their interests. One evening they made scrapbooks to send to the United Charities in Chicago while a young woman who has recently been connected with this association talked to them and told them something about the work. At Christmas-time they are planning to send a barrel of clothing and toys to this same organization.

The girls have taken a decided interest in the library since their Camp Fire was started and they seem to look upon it as their very own. "I can hardly stay from here," confided one of the girls to me the other evening as I was helping her to select a book, "and when I get here I never know when to go." Since their interest in nature study has been aroused through the Camp Fire meetings they often come to the library to look up some new bird or tree which they have just discovered. One day several of them came to the desk and asked how they might find a book on the shelves without bothering me. I eagerly seized the opportunity and explained the use of the shelf list, giving them a little practice in using it.

The mothers heartily indorse the Camp Fire for its object is indeed a worthy one and its ideals are high. Our club is young and I realize that there is much room for improvement, but it seems to me a splendid way in which the librarian may come into touch with the girls. Their girlish enthusiasm and re-

sponsiveness is an inspiration to me and I hope other librarians are enjoying the Camp Fire Girls.

DELIA KIRKPATRICK,
Librarian, Kentland Public Library.

INDIANA LIBRARY ASSOCIATION.

Officers.

President, Louis J. Bailey, librarian, public library, Gary.

Vice-President, Ethel F. McCollough, librarian, public library, Evansville.

Secretary, Julia Mason, librarian, public library, Princeton.

Treasurer, Alice Stevens, librarian, public library, Logansport.

Executive Board.

The officers and Demarchus C. Brown, Librarian, State library, Indianapolis.

Report of Annual Meeting.

The twenty-first annual meeting of the Indiana Library Association at Terre Haute Oct. 17-19 was well attended, there being about seventy-five present. The opening session on Thursday evening was held in the State Normal assembly room. Mr. Cunningham, librarian at the State Normal and one of the charter members of the I. L. A., gave the address of welcome to which Mr. Demarchus C. Brown, president of the Association for the year, responded. In Mr. Brown's address which followed on "Libraries and democracy," he struck the keynote of the meeting by emphasizing the importance of libraries getting in close touch with "the crowd," and so becoming an educative force. He said in part, "The library is aristocratic in the sense of being a place for the best things. However, the library has a duty of teaching persons to know and love the books of the world. The books of the world belong to the world and must permeate the minds of the people. Nothing should be more democratic than books and libraries. The library ought to be the school of citizens. Here is where the library can do its greatest good; here is the best tool of democracy. The crowd must be taught by tools supplied and maintained by itself. The library that has not led on to deep study and work has in a measure

failed in its work. The public library should be the common level of the community; the church is restricted, the school is restricted—not so the library. Books and librarians are a part of democracy. The librarian should be an inspirer to do things—to love knowledge, research and power; the librarian is the teacher of the crowd."

Mr. Brown's address was followed by an illustrated lecture on "The library movement" by Mr. Theodore Koch, librarian at the University of Michigan. Mr. Koch showed some excellent views of libraries in Europe and university libraries in the United States, closing his lecture by tracing the spread of public libraries in the United States.

After the evening session, those present adjourned to the Normal Library where they enjoyed a social hour.

Business Session.

Friday morning at the business session reports of committees were given.

Report of Committee on District Meetings for 1911-1912.

The following report was read by Carl H. Milam, chairman: Every district but one has had one or more meetings during the past year. Detailed reports are found in the Library Occurrents.

The attendance at the District meetings is perhaps more representative of all the library interests of the state than is the attendance at the state meeting. Therefore, the association may expect to accomplish more definite results in the way of library district meetings than through the annual meeting.

This being the case, the Committee on District meetings recommends that the association establish the policy of recommending to the District secretaries for discussion each year, one main theme, or, one definite suggestion for library development. During the past year or two the one subject that has been discussed more than all others is that of Rural Library Extension. This will continue to be important for many years, perhaps always, but it will become stale if it is too much repeated.

For the next year the Committee recommends that the association indorse the subject of "The Socialization of the Library," and

that it request the District Secretaries to prepare the informal programs of the District meetings so that they will revolve about this main theme. It will readily be seen that this is not a narrow subject, but that it does, nevertheless, suggest a definite tendency.

The library that has passed its first birthday is old enough to begin thinking about special kinds of service. Whether situated in a country town or a large industrial center, there is a definite work to be accomplished by the public library as a social factor in the community. It must not be content with simply buying "literary" books and handing them out to willing readers.

Now that has often been said before, but to prove that there are really some definite results to be accomplished, let us suggest a few of the questions that might profitably be considered.

First, Municipal reference work—a high-sounding phrase that has usually frightened the librarian of small libraries into believing that sort of work was only for libraries in large cities or, worse yet, for special libraries even in the large cities. But really, is there any actual reason why the public library of a country town should not provide its town board and township advisory board and other local officers, with clippings and pamphlets and books that will make them more efficient public servants? And is it really any harder to secure the necessary material and to get it used in the town than it is in a city of a hundred thousand?

Another phase of the question may be designated "The Library and Citizenship." Let us consider what the libraries of Indiana can do to make for intelligent citizenship. Do we all buy as readily and as intelligently as we should the books on public questions? Do we secure all the free pamphlets that are available? Then do we get them used? And if we are doing all these things, must we stop them? Isn't it possible that the library might offer a course of free lectures and have some exhibits that would add to its influence for good—and that really wouldn't cost very much?

Other topics that have been suggested as subdivisions of the general subject—The Socialization of the Library—are:

Books for working men; How to get such books used; Materials on social problems; The Use of the Assembly and Club Rooms; Exhibits in the Library; Helping along social movements; Vocational guidance; Industrial education, and many others.

It is believed that earnest consideration and investigation along this line for one year, by all the districts, will be sure to result in considerable advancement all over the state—and that, at the end of twelve months, the people of Indiana will realize more fully than they now do that the public library is a real live social—as well as intellectual and educational—institution.

Report of Legislative Committee.

The report of the committee on Legislation, published in full in the September Occurrent, was given by Mr. William M. Hepburn, chairman. An amendment of the Township Library Law of 1911, permitting an incorporated town to levy a tax for securing library service from another library situated in the same township or in a neighboring town was approved, and increased appropriations were urged for the use of the State Library and the Public Library Commission that they might extend their work. Other things recommended were: that there should be a law explicitly authorizing library boards to expend not to exceed \$100 annually for the purpose of sending delegates to library or other educational meetings; that library funds be deposited in favor of the library board under the Public Depository law of the state; that any attempt to obtain state support for library schools under other supervision than that of the Public Library Commission be opposed as injudicious and contrary to the best interests of the library work of the state. This report was approved by the Association.

Qualifications of Librarians.

Mr. Bailey, chairman of the committee on Qualifications of librarians, reported that legislation on this subject had been considered but had been found inadvisable, so a motion was carried that the tentative report of last year stand as a permanent report. (See Library Occurrent, December, 1911.)

At this session Miss Aherm was made the first honorary member of the I. L. A.

Book Selection and Buying.

A round table on "Book selection and buying" was conducted in the afternoon by Miss Ethel McCollough of Evansville, and was most interesting and helpful. Miss Annette Clark in leading a discussion on "The Librarian's responsibility in selection" emphasized the fact that books should not represent the personal equation of the librarian or the book committee. The librarian must be able to judge of books for other people. She recommended the reading of "The place, the man and the book," by Miss Askew of the New Jersey Public Library Commission.

"Editions of the standards" was the topic presented by Miss Hicks of Evansville. She gave four reasons for having good, attractive editions of standard fiction. They were, (1) To attract readers who otherwise would not read standards; (2) To give pleasure to the lover of good books who enjoys seeing his favorites in attractive forms; (3) To encourage the reading of standards by young people who so carefully avoid a book with gloomy binding, poor paper and small print; (4) To establish a taste for good books in young children. Miss Hicks had with her books of various standard editions with which she illustrated her remarks. She gave as points to be observed in buying standards: Is the edition unabridged? If the original is changed, who is responsible? Is the editor a person of authority?

Miss Gottlieb of Gary defined "Borderland fiction" as being on the border either between good and bad literature, or between the good and the bad morally. She recommended the reading of a publication by Corinne Bacon (N. Y. Public Libraries) on "Immoral books."

Miss Carrie E. Scott introduced the topic "Selecting for special classes." She said that books in a library should be of two general classes: real literature for culture, and books for the world's work. City officials and librarians are public servants. There should be kept at the library an up-to-date "Who's Who and What's What in your city," and use should be made of all state publications. For list of papers given up to national and municipal problems see pamphlet "Social questions of today" which may be purchased at the State Library for ten cents.

LIBRARY OCCURRENT

Miss Scott recommended also Imhoff's "Library and social movements," published by the League of Library Commissions.

Other phases of book selection and buying discussed at this session were: How far is the library responsible for the standard of taste in the community? The book committee's responsibility in Selection, Systematic class building, Popular copyrights, Juvenile books, Free material, Second-hand and clearance lists.

The report of the treasurer, Miss Peters, was heard with interest, and she was given a vote of thanks for her good work in increasing the membership of the Association.

A visit to the Catholic school for girls, St. Mary's-of-the-Woods, near Terre Haute, had been planned for Friday afternoon but had to be given up on account of rain.

Evening session.

On Friday evening, Matthew S. Dudgeon, Secretary of the Wisconsin Free Library Commission, gave his interesting and entertaining address on "Some phases of extension work." "Reading for country boys and girls" was the subject of an address by Mr. G. M. Frier of Purdue University. He presented the subject from the farmer's viewpoint, emphasizing the growing demand for literature on vocational training as it applies to the farmer. Agriculture in the schools makes a demand for literature among children. A list of one hundred fifty books (non-technical) on the business of farming, fruit-growing, soil improvement and animal husbandry was recommended, and may be obtained by applying to Purdue University.

Election of Officers.

At the Saturday morning session the following officers were elected for the coming year: President, Louis J. Bailey, Gary; Vice-President, Ethel McCollough, Evansville; Secretary, Julia Mason, Princeton; Treasurer, Alice Stevens, Logansport.

Round Table.

Question box on Library Administration was conducted by Mr. Milam, and a round table on College Library and Reference Problems by Mr. Lindley of Earlham College Library. In the latter section the subjects discussed were:

Co-operation between the college libraries of Indiana, The care of pamphlets, and Departmental library problems. The majority of those present seemed to be in favor of inter-library loans and to lessen the difficulty of knowing where to obtain desired material, it was decided that a committee obtain from each of the college libraries in the state a statement of the scope of the library (as detailed as possible) and that these be sent to other college libraries to be filed. Mr. W. M. Hepburn of Purdue University, Miss Anne Keating of the State Normal Library and Miss Florence Venn of the State library constitute this committee. The concensus of opinion seemed to be against departmental libraries because of the weak administration and scattering of library facilities which result.

All sessions excepting that of Thursday evening were held in the Emeline Fairbanks Memorial Library.

LOIS A. JOHNSTONE,
Secretary.

Report of the Treasurer.

About fifty letters have been written, during the year, in the hope of securing new members for the I. L. A. As a result thirteen individuals and one library were added to the membership list. Ten other members have been added during this meeting making twenty-four new members. The total membership is now 150. Eighteen of these are libraries. More libraries and more librarians ought to belong to this Association. The larger the membership, the greater the enthusiasm, the larger the funds and therefore the more we can accomplish for the library interests of the state. Let us each one consider ourselves a committee of one to increase the membership of the I. L. A.

Receipts:

New members	\$36 00
1911 dues	15 50
1912 dues	109 00
1913 dues	2 00
 Total	\$162 50
Balance from 1911	125 71
 Whole total	\$288 21

Disbursements:

To Gary Tribune, for stationery	\$6 25
To Miss Johnston, for stamps	2 75
To Indiana State Library..	2 00
To Miss Peters, for express	1 00
To Miss Peters, for stamps	5 50
 Total	\$17 50
Total receipts	\$288 21
Total disbursements	17.50
 Balance	\$270 71

In addition to the above:

Placed in Savings Bank Life Membership fund	\$10 00
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Respectfully submitted,
ORPHA MAUD PETERS,
 Treasurer.

**INDIANA LIBRARY TRUSTEES'
 ASSOCIATION.**

Officers.

President, Judge Ora L. Wildermuth, Gary.
 Vice-President, Mrs. W. R. Davidson, Evansville.
 Secretary, Miss Adah E. Bush, Kentland.
 Treasurer, Dr. E. D. Baily, Martinsville.

Executive Committee.

Mrs. A. D. Moffet, Elwood.
 L. E. Kelley, Montpelier.
 Carl H. Milam, Indianapolis.

Legislative Committee.

T. F. Rose, Muncie.
 Mord Carter, Danville.
 Millard F. Cox, Indianapolis.
 Jacob P. Dunn, Indianapolis.
 John A. Lapp, Indianapolis.
 Carl H. Milam, Indianapolis.
 Mrs. A. D. Moffett, Elwood.

Committee on Salaries, Vacations and Hours.

Henry Heller, Decatur.
 Mrs. A. H. W. Johnson, East Chicago.
 J. P. Simons, Monticello.

The Fourth Annual meeting of the Indiana Library Trustees' Association convened in Indianapolis in the Palm Room of the Claypool Hotel, November 12, 1912. The first session was devoted to a discussion of Advantages of codification of library laws and the reading of a tentative draft of a new general library bill which is to be presented to the next general assembly. The discussion was led by Hon. Thomas M. Honan, Attorney-General, who stated that he was surprised at the multiplicity of library laws in Indiana, and emphasized the fact that it behooved every library trustee to work for their codification. The discussion was continued by Hon. Millard F. Cox of the State Board of Accounts. Mr. Cox pointed out that in addition to laws governing state and school libraries, there are more than twenty enactments regarding public libraries. The laws are not very definite regarding library funds for numerous inquiries had come to the State Board of Accounts regarding the disposition of fines and gift money. He advised that it should be provided in the new bill that every cent of money from whatever source derived, that comes to the library, should be paid into the library treasury and be disbursed as other library funds.

The tentative draft of the proposed bill was read by Mr. T. F. Rose, of Muncie, chairman of the legislative committee. This bill codifies all the library laws of the state and makes it mandatory for all the public libraries of the state to operate under the same general law. In the discussion which followed, led by Mr. L. E. Kelley of Montpelier and Mr. W. A. Myers of Hartford City, valuable suggestions were given by members of various library boards in regard to the measure of the bill. It was recommended that a second draft of the bill be made and sent to each library board of the state for criticism, before the bill is presented to the legislature. A motion was made and carried that Carl H. Milam, John Lapp, Jacob P. Dunn and Millard F. Cox be added to the legislative committee.

At the evening session, the address of welcome was made by Jacob P. Dunn, President of the Indiana Public Library Commission. This was followed by the President's address. Mrs. Moffet urged the library board members to realize the importance of their work, and

to exercise the power of levying funds as well as spending them.

The report of the committee on "By-laws for library boards" was given by Mrs. W. R. Davidson of Evansville, who read the suggestive by-laws, as arranged by the Public Library Commission of Indiana. This was followed by a general discussion. Charles G. Dailey of Bluffton spoke of the work of the book committee. He said four important questions presented themselves, viz.: Who should select the books, what kind of books should be bought, when should they be bought and what books should be bought for children. The members of the book committee should be varied, should have an intimate knowledge of the library, should have knowledge of old and new literature, and the aids in book selection and most of all, should have sympathetic touch with the public.

Dr. E. D. Baily of Martinsville took the place of Rev. G. A. Little on the program and spoke on the Election of officers. The Librarian at Board meetings was discussed by Orville Simmons, of Goshen. A round table discussion ended the business session which was followed by a social hour, during which musical selections were rendered by Miss Ruth Bush of Kentland, Miss Hazel Kramer and Miss Ruth Murphy of Indianapolis.

The morning meeting of November 13th was called to order at nine o'clock by the president. The report of the committee on qualifications of librarians and assistants was read by Mrs. Elizabeth C. Earl, and discussed by Mrs. Elva T. Carter of Plainfield and M. J. Simons of Monticello. A motion was made and carried that the report be adopted. The next topic for discussion was Hours and vacations, and a committee of three was appointed to investigate this subject and to report the same with recommendations at the next annual meeting.

The main topic for the afternoon session was, Wider use of the library assembly room. The main address was given by Dr. Lida Leasure of Auburn, who made several recommendations for enlarging and widening the field of library service through the assembly room. Among these were free lectures on live topics, moving picture shows, public entertainments

given by school children, civic club meetings and educational exhibits. The question of art exhibits was very ably treated by Mrs. Melville F. Johnston, Chairman of the Art committee of the National Federation of Woman's Clubs. Mrs. Johnston made it very clear that words are not the only expression of ideas, that pictures are a means of expression of many great and wonderful ideas that cannot be expressed in words. Many practical suggestions for the hanging of exhibits were given and several exhibits that were available to public libraries were mentioned. She urged that in the construction of assembly rooms, more attention be paid to the question of light and wall space for art exhibits. She referred to three books on art that should be in every library. They are as follows:

Birge Harrison's *Landscape painting*.

Carleton E. Noyes. *Enjoyment of art*.

R. A. M. Stevenson. *Essay on Velasques*.

Mrs. John Lee Dinwiddie of Fowler in discussing the assembly room said that it should serve three distinct purposes: First, It should be a center for all organized clubs and societies of an educational nature. Second, It should serve as a drawing card to those persons who are interested in special lines of work but are not using the library. Third, It should serve as an advertisement for the library. Mr. Herman Taylor of Huntington, gave a brief report of the use of the assembly room at Huntington, speaking especially of the efforts made by the library to interest the working men.

The report of F. L. Cooper, Treasurer, showed total receipts, \$45.55, and disbursements, \$34.62, leaving a balance of \$10.93 in the treasury.

Forty-five trustees were registered and in attendance, a considerable increase over former years. Many libraries throughout the state are failing to keep abreast of the times when they do not send representatives to the association meetings. No trustee can attend these sessions without deriving much inspiration and the mutual exchange of ideas is helpful.

ADAH E. BUSH,
Secretary.

DISTRICT MEETINGS.

District A.

A meeting of district A librarians was held November 20th at the Gary public library. Twelve attended. Miss Tutt told at length about the work with clubs of the South Bend library which was followed by informal discussion of clubs and club work. Miss Swezey reviewed the last two numbers of Library Journal, and Miss Aicher of Public Libraries. Mr. Bailey reviewed Dr. Roberts' The New Immigration. The new library was thoroughly inspected. A meeting will be held at South Bend in January.

LOUIS J. BAILEY,
Secretary.

District H.

The second annual meeting of District H was held at North Vernon, September 30, in the Presbyterian Church, there being a morning and afternoon session. To quote The North Vernon Sun, Oct. 4:

"The purpose of the meeting was to create an interest in libraries and to renew the efforts for a library in this city.

The library committee of the civic league was present and the work of the last year was reviewed and the meeting resulted in the committee deciding to refile with the county clerk the list of subscribers to the library fund which was secured a year ago." And thus secure the establishment of the library with tax support.

Besides Miss Ora Williams of the Public Library Commission, the librarians from Columbus and Lawrenceburg were present.

Mr. A. J. Dipboye of Columbus, brought a number of samples of the binding and repair work he does in his library.

How to get patrons to read non-fiction; township extension; how obtained and managed; mutual benefit from co-operation of librarian and teachers were subjects discussed. Also, many questions on the starting of a new library were considered. There was good attendance and interest of North Vernon people.

ADA FLORENCE FITCH,
Secretary.

A LETTER THAT IS SENT TO RURAL
PATRONS BY THE VALPARAISO
PUBLIC LIBRARY.

The Library management is very anxious to co-operate with the patrons of the library who live in the country in order that we may give you the best possible returns for the money, which you, as taxpayers, have invested in this institution. Realizing that it is not easy for rural patrons to get to the main library, we have as you perhaps know, established library stations at the various district schools in the township. It is our aim to place in these stations the books that you wish to read, and, in making our book purchases, we have kept this idea constantly in mind, duplicating such books as are most often called for and adding others that we think might be of special interest to you. I am enclosing lists of some of these titles. If you will look them over and let me know what ones you would like to read, I will esteem it a great favor, for it is much easier to send the right books to your station, if we know what you want.

When you are in town, drop in at the library; you will find it a comfortable place in which to spend a pleasant hour. Perhaps you may have some suggestions to offer. I shall be very glad to hear them and give them careful consideration. If you do not have time to come to the library, let us know your wants through the teachers or your boys and girls—anyway that will help us to give you the best possible service, for that is what we are striving to do.

Yours for a successful library year,
LIBRARIAN.

NEW LIBRARY BUILDINGS.

Gary.

The new building of the Gary Public Library was dedicated November 17th to 19th. The building is the gift of Andrew Carnegie, who gave \$65,000.00, to which sum the city has added about \$3,000.00 for furniture and miscellaneous items. The building is of the classic

order, having a façade of fourteen large columns, is built of buff Bedford stone and is two and half stories high. The site for the library which was donated by the Gary Land Company, is 125 x 270 feet, and is valued at \$30,000.00. It is surrounded by three streets and an alley, and is located near the center of the city, opposite the Y. M. C. A. and the Federal Building site. These three buildings with others that may be erected later will form a civic center. The site is large enough that wings forty feet wide may be added at each end in the future and the building is planned with that in view. The architect was Henry D. Whitfield of New York City, and the erection was superintended by J. J. Verplank, an architect of Gary. The general contractor was James I. Barnes of Logansport.

The center of the main floor is occupied by the delivery desk above which is a large skylight. Back of this is an open shelf room, 22 x 66 feet, with wall cases. At the left of the entrance is the reference and general reading room and at the right the children's room. These are each 35 x 36 feet and afford seats for 55 and 65 readers respectively. To the right of the open shelf room is a teachers' room and on the right the office of the Library Board and the librarian. These are each 22 x 24 feet. The teachers' room contains the sets of supplementary reading, class room library books, pedagogical magazines and books, and the stereograph and mounted picture collections. It seats twelve readers.

On the ground floor is located an auditorium. This has a separate entrance from Adams street. Two hundred and fifty-four opera chairs are provided which may be supplemented by other chairs on occasion. The room is 35 x 57 feet. On this floor are also the boiler room and coal room, a general work room, hall, toilets and storage rooms, and a staff lunch and rest room. On this floor beneath the open shelf room is a two tier Snead book stack with a capacity of 35,000 volumes. This is connected on all three levels by an Otis hydraulic elevator capable of lifting a truck of books and person. On the upper floor is a gallery around the delivery hall connecting a large art room and a club room. These are 35 x 55 feet and 30 x 35 feet respectively.

The interior wood work, trim shelving and furniture is quarter sawed Indiana white oak natural finish. The artificial lighting is entirely by Tungsten lamp pendants with Alba shades. House telephone connects all departments. A vacuum cleaning system is provided for. There are accommodations for 170 readers, and a book capacity of 60,000 volumes. The size of the building is 60 x 116 feet.

The dedicatory exercises were held Sunday afternoon, Nov. 17th, in the auditorium, Father Jansen, president of the board presiding. Judge Wildermuth presented Municipal Greetings in the absence of the Mayor. Rev. Father Cavanaugh, President of Notre Dame University, made the dedicatory address. He took as his theme Books and Reading using as a text: I am come that they might have life, and that they might have it more abundantly. Throughout his address which was a happy mingling of religious and literary ideas, for the priest does not for a moment believe that culture alone is virtue, Father Cavanaugh made a plea for the classics. He begged his hearers to learn to know the books that are truly worth while, the books that stand the test of the years, books that are just as true to human nature, just as full of interest and delight, inspiration and truth, years after their writing as on the day of their first appearance. The address throughout was full of strong, well-put truths, with an apparently never failing source of mirthful stories for illustration.

Father Jansen bade the people of the city welcome to the new building and led them in a tour of inspection of the new quarters. Many hundreds who were turned away from the address enjoyed a view of the library.

On Monday evening the Library board gave a reception to the City officials and to the school officers and teachers of the city. It was very well attended and enjoyed. A male quartette sang and George M. Pinneo in full Indian costume gave an account of Indian life and customs, and ended by making fire savage-fashion. The regular city council meeting was adjourned and the entire city council, with other city officers, were in attendance.

On Monday afternoon and Tuesday forenoon story hours were conducted in the auditorium. Mrs. Gudrun Thorne-Thomsen of Chicago Uni-

versity School of Education was the story teller. Six different hours accommodated over 2,000 children of grades 2-7 within walking distance of the library. Needless to say the stories were of the highest character and most excellently told. An interesting feature of the hours was the singing of the children themselves. For weeks ahead they were concerned about the opening of the new library. They were practicing to sing at the opening and told everyone about it and already felt a personal interest and ownership in the building. Any child who did not know its location could easily find a guide. Mrs. R. R. Hemingway gave several whistling solos at the hours.

On Wednesday afternoon Section A librarians met in the club room. General approval of the new quarters is expressed on all sides and the library after four years in rented store rooms looks forward to future work under the best of conditions.

Knightstown.

Knightstown had special reason for Thanksgiving this year in that their beautiful new \$10,000 Carnegie library was formally dedicated and opened to the public Thanksgiving day. The walls of the building are of dark brown, wire cut brick and the trimmings of smooth limestone. That the citizens of the town and vicinity are truly appreciative was demonstrated by the liberal attendance and the hearty expressions of admiration and approval. The architect was C. H. Byfield of Indianapolis.

NEW BOOKS ON THE STUDY OF CHILDREN'S LITERATURE.

Dana, John Cotton.

Modern American library economy: part 5, the school department; sec. 5, Course of study for normal school pupils on literature for children by Julia S. Harron, Corinne Bacon and J. C. Dana. Woodstock, Vt., Elm Tree Press, 1912. 134 p. paper, \$1.

While this course has been planned to assist teachers in gaining a knowledge of children's literature, it will be equally suggestive to mothers, study clubs and all those interested in becoming acquainted with good books for

children. The carefully prepared outlines of 12 lessons on almost every phase of the subject, are accompanied by book lists and tests to be applied in judging each class of books.

Olcott, Frances Jenkins.

Children's reading. Houghton, 1912. 344 p. \$1.25.

This book will be welcomed by librarians not only because it contains valuable suggestions on the selection of books for children of all ages, but also because it serves to awaken an interest in the study of children's literature among teachers, parents and club women. The whole field of juvenile literature is covered and the principles to be kept in mind in choosing books are clearly designated. Each chapter is accompanied by suggestive book-lists. Miss Olcott, as chief of the Children's department at the Carnegie library at Pittsburgh, and director of the training school for children's librarians, has had a wide experience in work with children of all classes, and thoroughly understands the problem of book selection. This book is a practical manual on the subject.

PERSONALS.

Miss Edith Roberts of Westfield has been made an assistant in the Traveling Library department of the Public Library Commission.

Miss Henrietta Scranton, New York library school 1910, has been appointed librarian of the Elwood public library. For the past two years Miss Scranton has been assistant in the Vassar college library.

Miss Harriet Bixby, Wisconsin library school 1909, is cataloging the Valparaiso University library. Miss Bixby has had experience in the catalog department of the Cincinnati public library and as librarian of the Antigo, Wisconsin, public library.

Miss Bertha Carter, who for the last five years has been assistant in the catalog department of the Indiana State Library, has resigned her position to become assistant organizer on the Oregon Public Library Commission.

Miss Lura Slaughter, graduate of the Syracuse library school and formerly a member of

the catalog department of the St. Louis public library, has been appointed librarian of the Spencer public library.

Miss Lillian Henley has been granted a leave of absence from the Indiana State Library to spend a year abroad. Miss Mary Roberts, University of Illinois, is acting as assistant reference librarian during Miss Henley's absence.

Miss Helen M. Davis, a graduate of Pratt Institute library school and formerly of the Portland Oregon library where she had experience in several departments, has been appointed librarian of the Franklin public library.

Mrs. Bertha M. Knott has been appointed librarian of the Waterloo public library.

Miss Anne D. Swezey has resigned her position as librarian of the East Chicago public library to become librarian of the Salem, Oregon, public library.

NEWS OF INDIANA LIBRARIES.

Auburn.—The Eckhart public library recently received from Mr. Charles W. Eckhart a gift of Keystone stereographs and lantern slides. They are circulated largely to the schools and may be used at the tables in the library by the general library patrons. The clubs have found them very helpful in their work.

Bluffton.—Mrs. Alice Wells, policewoman of Los Angeles, gave a lecture in the auditorium of the Bluffton public library, October 29. Mrs. Wells spoke of her work in Los Angeles and the need of similar work in other cities. She urged the appointment of police matrons in every city of size. The subject of child welfare in general was also discussed. This lecture was one of a series on the lecture course arranged to be given during the winter in the library assembly room.

Exercises in honor of the birthday of James Whitcomb Riley were held in the library Saturday, Oct. 12th. The afternoon was planned especially for the children, but there was deep interest exhibited also by the older people. The program consisted of Riley recitations and songs by the school children and Riley records on the Victrola.

The members of the city library board, the librarian and her assistants recently entertained the members of the school board and their wives and the teachers of the public schools at an informal reception on the main floor of the library building. The purpose of the gathering was to lay the foundation for a closer co-operation between the schools and the library.

Brookville.—The Women's Social Club has presented to the Public Library a beautiful oil painting, *The old mill*, by J. Otis Adams. This is a very appropriate gift for the painting preserves a view of one of the old historic landmarks of the town and Mr. Adams, the artist, is one of Brookville's most distinguished citizens.

Fort Wayne.—On November 4th, the Public Library at Fort Wayne, Indiana, opened a Business and Municipal Department, and transferred to this Department its large collection of technical books, magazines, pamphlets, and public documents. The Department occupies three large rooms on the second floor of the library building and books are circulated from it.

The Library purposes making the Department a bureau of information and an educational center for the industrial, technical, scientific, business, and professional men and women of the city. It also aims to collect and make available for the use of the city officials and general public, literature of all kinds relative to questions concerning the government and general welfare of a modern city.

Miss Ada M. McCormick, a graduate of the Pratt Institute Library school, Brooklyn, New York, is in charge of the Department.

Garrett.—The literary club of Garret gave \$40 to the library for the purchase of new books.

Indianapolis.—The first colored library in Indianapolis, situated on the grounds of the Norwood Boys' Club in Norwood, was dedicated September 22. The collection consists of about 1,000 books and several magazines donated by local firms and citizens of Indianapolis and other Indiana towns. J. G. Collicott, Superintendent of Indianapolis schools, and Lee E. Swails, County Superintendent, participated in the dedicatory exercises.

LaGrange.—The LaGrange public library was opened to the public November 7th. The citizens responded generously to the call for books and a genuine interest in the library is being shown generally.

Martinsville.—The Monday afternoon art club of Martinsville conducted a most interesting art exhibit in the public library. The exhibit by home talent was a genuine surprise to the visitors. Martinsville did not realize that the women of the town could execute such beautiful work. The walls of the library were hung with oil paintings, large and small. A large collection of water colors was exhibited and the pictures were freely discussed.

Peru.—The Peru public library has recently established a "West end deposit station" for the convenience of the people who live at some distance from the main library. The station is under the special supervision of Miss Ada York, one of the regular library assistants, and is open from 8 a. m. to 6 p. m. of each week day. The collection is made up of adult books only. Provision for the children will be made later.

The pictures of Frank J. Girardin, one of the Richmond, (Indiana) School of artists, were recently on exhibition in the Peru public library. Mr. Girardin himself was present to show the collection to all visitors. The artist has been called the "Beech Tree Painter" for this tree is portrayed in a number of his pictures. The exhibit was well attended and the art lovers' criticisms were most favorable.

The clubs of Peru recently held a meeting in the Library to form a City Federation of clubs. This federation, as a federation, expects to accomplish much along the lines of civic improvement. One of the first steps will be the furnishing of a room at the library with chairs and later with other articles such as tables and book shelves to make it a club home, the club center of the town.

In addition to the display of children's books for Christmas presents held at the library, the exhibit was sent to all the book stores in the town. Many orders for the best books is the gratifying result.

Shoals.—The Shoals public library has recently been classified and arranged, although it has been open to the public for some time.

The books are housed in the school building until other suitable quarters can be obtained. The library is open to the public Friday afternoons. Every school boy and girl in Shoals is the proud possessor of a library card. Their reading is supervised by Prof. Johnson and time given every Friday to each grade to get books. Personal supervision can be given to the reading when only one grade at a time is in the library and confusion is avoided. Through the boys and girls the parents are reached so that the registration record shows a large number of borrowers.

South Bend.—One of the most valuable of the special departments of Indiana's public libraries is the medical department of the South Bend public library technically known as the St. Joseph County Society Medical Library. The department is the outgrowth of the best efforts and four years hard work upon the part of the St. Joseph County Medical Society. Four years ago the society had a handful of books when the question arose as to where they should be housed in order to get the greatest benefit from them. Today the collection contains eleven hundred volumes housed in the public library, catalogued, classified and under the direction of a trained library worker. The society raised \$500 and the public library board appropriated \$500 to create this department and maintain it as a regular part of the public library. Physicians outside the society contributed freely, so that while the library had its conception in the society, it is not considered a society possession. The volumes donated and purchased have been the absolute property of the city library, and their use by those interested in food adulteration, public health, medical inspection of school children and allied subjects, as well as by the physicians of the town, proves the advisability of having this library a department of the public library.

Valparaiso.—The Valparaiso public library has recently issued an interesting list of books. In addition to the books listed the folder contains the hours of library opening, a few rules for lending books and an invitation to the public to use the library.

Waterloo.—The Waterloo public library was formally opened recently at a meeting held in

the United Brethren church. The program was rather unique in that it included exercises by the children of the various schools in the town and township. At the opening, application blanks were distributed and each person was urged to become a borrower of the library. At present the library is temporarily housed in an attractive down town room until quarters in the new town hall are made ready.

As a means for advertising the library opening the Waterloo public library board used many printed hand bills. The dodgers scattered broadcast with the date of opening, the program and an urgent invitation to all, reached many more people than the local newspapers could. The wording of the handbill made a personal appeal to all to use the library which belonged to them.

Whiting.—Great stress has been laid upon teaching the children to use the library. A series of talks to the grades and high schools was arranged. The series explained the meaning of a public library, the care of books, charging and discharging books, the arrangement of the books on the shelves, and simple instruction to the older grades in classification, cataloging, and reference. The classes were taken to the library in order that the children

might derive the greatest possible benefit from the course.

BOOK NOTES.

"What can books do for us? Dr. Johnson, the least pedantic of men, put the whole matter into a nutshell (a cocoanut shell, if you will)—Heaven forbid that I should seek to compress the great Doctor within any narrower limits than my metaphor requires), when he wrote that a book should teach us either to enjoy life or endure it."—Augustine Birrell.

The pleasure and delight of knowledge far surpasseth all other in nature. We see in all other pleasures there is satiety; and after they be used, their verdure departeth—which showeth well that they be but deceits of pleasure, and not pleasures; and that it was the novelty which pleased, not the quality; and therefore we see that voluptuous men turn friars, and ambitious princes turn melancholy. But of knowledge there is no satiety—but satisfaction and appetite are perpetually interchangeable.—Lord Bacon.

"Every great book is an action, and every great action is a book."—Luther.

